



# Homestead Readers

## All Aboard!

and other stories

by Kimberly Young

with contributions from Patti Dillistone

[homesteadreaders.com](http://homesteadreaders.com)

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## Why Homestead Readers

How are Homestead Readers different from other leveled books on the market labeled as early reading books? Unlike many early reading books, Homestead Readers progress through well thought-out phonics steps to give the student mastery of one skill before moving on to another skill. The new skill(s) for each story is explained at the beginning of the story, so the adult is prepared to help their student learn the new reading skill if they don't already know it.

Most other early reading books introduce all kinds of words at the same time without the student having the skills to decode those words. This often results in the student looking at the picture to guess what the words are saying rather than truly reading. This is a hard habit to break. Just because a book has few words on a page does not mean the page will be easy to read.

Have you never taught phonics? Don't worry. It really is not hard. Phonics is the key for students to be able to decode words they have never seen before. This is an important skill to have! The beginning of each story in the Homestead Readers series will have an explanation of how to go about teaching a student how to decode the words that use the new phonetic concept for that story.

## Beginning Reading Tips

- Each story begins with a list of the new words in that story. Practice reading these words until the student can read them fluently. Then, proceed to the story.
- Have the student point with his finger under the words as he reads. This will enable him to keep his place.
- It is important that the student learns to decode the word for himself. If they incorrectly read a word, tell him to try it again by breaking the word down into its individual sounds.
- Never tell the student a word. You may help by telling him to sound out the word again, but let him do the decoding. If he is tempted to look at the picture and guess, cover up the picture. After he has read the words and explained what he has just read, then let him look at the picture.
- After reading a page, ask the student to explain in his own words what happened on that page. This immediate feedback is your way of checking on his reading comprehension. It is important that he can decode the words as well as understand what those words mean all together.
- Ask the student to read each book several times before moving on to the next book. Practice makes perfect, and success breeds success.
- A letter cluster is a group of letters that make one sound (sh, ch, etc.). It can be helpful to have the student copy the words and put a circle around the letter clusters to help them remember to say these letters as one sound.

# Review Word List

Skills introduced in Levels 1-13

trot

hay

so

bale

lay

windrow

ground

winter

tomorrow

around

mower

bowled

reply

baler

toot

tractor

lever

tools

horse

dried

doodled

sheep

covered

please

lamb

chugged

chores

half

why

cutting

# Review Word List

Skills introduced in Levels 1-13

happy

could

engine

simply

would

engineer

steamy

should

agent

safely

drove

giant

tasty

screech

strange

storytime

walked

passengers

rake

reach

ride

aboard

equipment

long

thank

baseball

sprinkler

once

falls

straight

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- “ough” as in “enough”

# Hay Day

“ear” as in “learn”  
“ui” as in “fruit”

When the letters “e”, “a”, and “r” are together in a word, the second vowel is silent, and the “e” and “r” combine to make the letter cluster sound “er”. An example is the word, “learn”.

When the letters “u” and “i” are together in a word, they will make the same “oo” sound that we hear in the word “soon”.

## Word List

heard

wind row

learn

windrow

early

un der stand

fruit

understand

juice

im ple ment

suitable

implement

cruised



The next day, Grant was riding his bike in the yard when he heard a tractor coming.

“Dad! He is here!” Grant called. Then he went running to meet Mr. Neil.

Mr. Neil lived a mile and a half down the road. He had come to cut the hay.



“Mr. Neil, I would like to learn about how this works,” Grant said.

“I would be happy to tell you all about it,” was Mr. Neil's reply.

“This is what cuts the hay. It is pretty much a really big lawn mower. When I'm ready to start cutting, I pull a lever in the tractor which lowers the mower to the ground.”



“Next, I pull another lever which starts the mower. These triangle-shaped blades move back and forth really fast. This is what cuts the hay. Once cut, the hay just falls over and lays on the ground,” Mr. Neil told Grant.



Mr. Neil got back in his tractor and drove over to the field. A moment later, Grant heard the mower start up. Grant watched Mr. Neil as he cruised through the field in his tractor. As the mower moved along the ground, the hay fell down.